

THE ROLES OF EDUCATIONAL INSTITUTION IN DEVELOPING THE NATIONALISM SPIRIT FOR INDONESIA'S NATIONAL RESURGENCE

*Peranan Institusi Pendidikan Untuk Meningkatkan Semangat Nasionalisme Demi
Kebangkitan Nasional Bangsa Indonesia*

NI PUTU FERRYANTI

**Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Dwijendra Denpasar**
Email : putuferryanti@gmail.com

ABSTRAK

Penelitian dalam artikel ini dilaksanakan dengan menganalisis peranan para guru dan kurikulum pada setiap jenjang pendidikan dalam meningkatkan semangat nasionalisme demi kebangkitan nasional Bangsa Indonesia. Adapun tujuannya adalah untuk menganalisis sejauh mana peranan institusi pendidikan dalam meningkatkan semangat nasionalisme. Metode penelitian yang digunakan adalah deskriptif kualitatif. Sumber data dari penelitian ini berupa dokumen dan informan. Data dokumen merupakan kurikulum yang dipakai oleh setiap jenjang pendidikan, sementara informannya adalah para guru yang mengajar di sana. Data yang dikumpulkan berdasarkan analisis data dan kuesioner. Lalu, data yang didapatkan kemudian dianalisis untuk mencari peranan institusi pendidikan. Berkaitan dengan peningkatan semangat nasionalisme, terdapat beberapa temuan antara lain enam (6) poin dalam pendidikan dasar, lima (5) poin dalam pendidikan menengah, dan tiga (3) poin dalam pendidikan tinggi dalam jenjang pendidikan yang harus diaplikasikan baik di dalam pengembangan kurikulum dan kegiatan belajar mengajar. Mengembangkan semangat nasionalisme merupakan masalah yang serius karena masyarakat cenderung bersifat individual dewasa ini. Pendidikan sebagai bagian terpenting dalam kehidupan masyarakat memiliki peranan penting untuk mengembangkan semangat nasionalisme tersebut. Program-program yang diaplikasikan di setiap jenjang pendidikan harus juga memasukkan program yang bersifat nasionalisme sehingga semangat kebangkitan nasional bisa ditingkatkan.

Kata Kunci: Institusi Pendidikan, Nasionalisme, Peranan

ABSTRACT

The research of this article is conducted by analyzing the roles of teachers and curriculum of every level at educational institution in developing the spirit of nationalism for Indonesia Country of National Resurgence. The aims is to analyze how far the roles of education institution in developing the spirit of nationalism. The research method applied is descriptive qualitative. The sources of data consist of document and informants. The document is the curriculum of every level of education, while the informants are the teachers. It used content analysis and questionnaire to collect the data. Moreover, the results of the

content analysis and questionnaire were analyzed to figure out the roles of educational institution. In order to develop the spirit of nationalism, the final findings of this research showed six (6) points at primary level of education, five (5) points at secondary level of education, and three (3) points at tertiary level of education were needed to be applied on their curriculum development and teaching-learning process. Developing the spirit of nationalism becomes a serious problem as people tend to be individualistic nowadays. Education as the essential part of people's life takes a very important role to develop it. The programs applied in every level of education should insert nationalism programs, hence it can develop the spirit of national resurgence.

Key words: Education Institution, Nationalism, Role

1. INTRODUCTION

Education is the process of learning and acquiring information. It takes an important role in shaping people's life, because nowadays it becomes a primary need. A wise man said that education is the most powerful weapon which can be used to change the world. It obviously stated that education is the essential part of life. The knowledge that is attained through education capable to brighten someone's life. Thus, everyone should be well educated. As the process of learning, education can be took formally or informally through schools, home, etc. In Indonesia, there are public schools and private schools. The public schools belong to government, while the privates are owned by a person or group of people. Education is also one factor that could strengthen the National Resurgence as it becomes the essential part in our life.

In all societies, education is used to help assimilate children into their corresponding societies. The spirit of national culture has played an important role in defining and

theorizing education in school. Students in many countries are made to participate in activities that show respect for their nations, including saluting their national flag and learning their national anthem.^[1] Education systems instruct children in a particular governing language, myths of national images, and national symbols, thus contributing to the formation and maintenance of a separation "between 'us' and 'them'".^[2]

National Resurgence is a term which people from many parts of the archipelago first began to develop a national consciousness as "Indonesians".^[3] The word "Indonesia" came into its modern usage which created by an English naturalist to classify the ethnic and geographic area. "Indonesia" was seized upon by nationalists as a word to imagine a unity of people. Previously the Youth Alliances had talked about a separate Balinese nation, Javanese nation, Sumatran nation, and so on, now 'Indonesia' spoke of a single people".^[4]

Further, the rise and fall of nation depends on the extent of the development of a feeling of nationalism in its citizens. It is the feeling of nationalism in the citizens which is responsible to the rise or fall of nation. Hence, it needs to be developed and strengthened by all possible ways and means which education is the most potent and effective means for it. It becomes the reason why each nation formulates its aims of education and organizes its educational structure according to its own needs and requirements with the definite goal of developing the feeling of nationalism to its citizens. Nationalism is basically a collective state of mind or consciousness in which people believe their primary duty and loyalty is to the nation-state. Often nationalism implies national superiority and glorifies various national virtues. Thus love of nation may be overemphasized; concern with national self-interest to the exclusion of the rights of other nations may lead to international conflict.

2. RESEARCH METHOD

This article applied a qualitative research approach. The data was taken from Yayasan Dwijendra that is an educational institution who owned kindergarten, Primary School, Junior High School, Senior High School, Vocational School, and an university. It was chosen as all levels of education are provided there. Besides, it is a private educational institution which is very concerned

with local genius and nationalism. The data was collected directly from the institution by conducting interview to the teachers and students. The data obtained was noted down by using note taking technique. Further, the collected data was analyzed qualitatively and presented in descriptive narrative explanatory.

3. FINDINGS and DISCUSSIONS

The term “national resurgence” has two words: nation and resurgence. A nation is a country considered as a group of people with the same language, culture and history who live in a particular area under one government. While resurgence is defined as the return and growth of an activity that had stopped. Generally, Indonesian national resurgence or also known as Indonesian Awakening Day commemorates every May 20th.

Nationalism is essentially a collective state of mind in which people believe their primary duty and loyalty is to the nation state. It involves a strong identification with a group of individuals and a collective and/or political entity to which they subordinate their individual interests.^[5] The top-down form of nationalism is also known as a state or state-led nationalism. However, most scholars typically consider the US as an example of civic nationalism, civil nationalism, or liberal nationalism, it being a relatively inclusive nation that shares the civic principles of equality,

freedom, individual rights, tolerance, and economic mobility.^[6]

One of the first steps taken in terms of education following the foundation of the Republik Indonesia in December 1949 was the introduction of *Bahasa Indonesia* (literally: language of Indonesia) as the language of education. A 6-year period of compulsory education was introduced in 1950, and the *Pancasila* state philosophy was introduced as the foundation of education. In Indonesia, all citizens must undertake twelve years of compulsory education which consists of six years at elementary level and three in secondary level. The Constitution also notes that there are two types of education in Indonesia: formal and non-formal. Formal education is further divided into three levels: primary, secondary and tertiary education.

Teachers play an important role in developing a pride in one's country. Since education takes an essential part in people's life and to the nation, the roles of educational institution to strengthen nationalism can be seen in the following.

3.1. Primary Education

Primary education is typically the first stage of compulsory education. It comes between early childhood education and secondary education. Primary education usually takes place in a primary school or elementary school. In some countries, primary education is followed by middle school and takes place between

primary school and high school. Primary education lasts for 6 years and the medium of instruction is officially Bahasa Indonesia, although regional languages are also used during the first 3 years. The roles of primary level as the basic stage in educational institution are:

1. Independence Day and National Resurgence Day should be celebrated as national festival enthusiastically.
2. The students should be made to know about the life stories of Indonesian national heroes interestingly.
3. The stories about various areas or islands have to be told to the students.
4. General description about the Indonesia's society should be given to the students.
5. Folk songs and folklores should form an important part of curriculum.
6. Human geography of all areas should be taught to all children in general way.

3.2. Secondary Education

The International Standard Classification of Education (ISCED), a statistical framework for organizing information on education maintained by the United Nations Educational Scientific and Cultural Organization

(UNESCO), covers two phases on secondary education^[7] Level 2 or junior secondary education is considered the second and final phase of basic education, and level 3 (Upper) secondary education is the stage before tertiary education. Further, the seven levels that can be used to compare education internationally based on ISCED are:

- Level 0 – Pre-primary education
- Level 1 – Primary education or first stage of basic education
- Level 2 – Lower secondary or second stage of basic education
- Level 3 – (Upper) secondary education
- Level 4 – Post-secondary non-tertiary education
- Level 5 – First stage of tertiary education
- Level 6 – Second stage of tertiary education

Within a country these can be implemented in different ways, with different age levels and local denominations. Moreover, every country aims to provide basic education, but the systems and terminology remain unique to them. Secondary education typically takes place after six years of primary education and is followed by higher education, vocational education or employment.^[8] In most countries it is compulsory for students between the

ages 11 and 16. Compulsory education sometimes extends to age 19.

The Secondary education in Indonesia starts with 3 years of junior secondary school, upon completion of which students are awarded the *certificate Ijazah Sekolah Menengah Pertama (SMP)*. Senior secondary school also lasts for 3 years, and is divided into a general track (*Sekolah Menengah Atas, SMA*) and a vocational track (*Sekolah Menengah Kejuruan, SMK*). Regarding Indonesian national resurgence, the roles of secondary level are:

1. The students should be taught about the social and cultural history of the nation
2. The students should learn about the social conditions and cultural traditions of different regions of the country.
3. The students should learn about the economic growth of Indonesia
4. The national consciousness should be inculcated and stimulated
5. All of schools should organize discussion and debates about national consolidation and national unity.

3.3. Tertiary Education

Higher education is an optional final stage of formal learning that occurs after completion of secondary education. Often delivered at universities, academies, colleges,

seminaries, conservatories, and institutes of technology.^[9] It is also available through certain college-level institutions, including vocational schools, trade schools, and other career colleges that award academic degrees or professional certifications.^[7] Tertiary education at non-degree level is sometimes referred to as further education or continuing education as distinct from higher education.

Universities always provide education at the level of Sarjana I (Sarjana Stratum satu, S I), usually referred to only as Sarjana. These programmes have a nominal length of 4 years. Students are allowed to extend the study duration to a maximum of 14 semesters or 7 years). A credit system was introduced in 1979, in which nominal 4-year S I study programmes require 144-160 credits.^[10] At this level, the patriotism and nationalism of the students are firmer than the previous two levels. Hence the roles of higher education to develop the spirit of national resurgence are:

1. The students should be afforded more opportunities to do comparative studies of various religious, regional cultures and languages with all seriousness and sincerity.
2. The youth festivals and other similar programs should be organized throughout the country.
3. The study circles, symposia, discussion and debated should be organized for youths to

participate and speak about topics of national importance of various places in the country from time to time.

4. CONCLUSION

Education for nationalism is necessary for national unity and national development. In terms of developing the spirit of national resurgence, the roles of educational institutions is very important. Therefore, education should be organized intelligently and the programs should be structured systematically regarding to teach the essential unity in the diversities of national life. Besides, it should inculcate the students' qualities of communal harmony and human fellow-feelings.

REFERENCES

- [1] Cave, O. (2009). The inescapability of politics? Nationalism, democratization and social order in Japanese education. In M. Lall and E. Vickers (Eds.) *Education as a Political Tool* (pp. 33-52). New York: Routledge
- [2] Hjern, M. (2001). Education, xenophobia and nationalism: A comparative analysis. *Journal of Ethnic & Migration Studies*, 27(1), 37-60.
- [3] Ricklefs, M.C. (1991). *A Modern History of Indonesia*, 2nd

- edition. MacMillan. chapters 14–15. ISBN 0-333-57690-X.
- [4] Vickers, Adrian (2005). *A History of Modern Indonesia*. Cambridge University Press. ISBN 0-521-54262-6.
- [5] Greenfeld, L. (2001). *The spirit of capitalism: Nationalism and economic growth*. Cambridge, Mass: Harvard University Press.
- [6] Kohn, H. (1957). *American nationalism; An interpretation essay*. New York: The Macmillan Company.
- [7] UNESCO. 2006. *International Standard Classification of Education: ISCED 1997*. <http://www.uis.unesco.org/Library/Documents/isced97-en.pdf>
- [8] Forest, James and Kinser, Kevin. (2002). *Higher Education in the United States: An Encyclopedia*. Santa Barbara: ABC-CLIO.
- [9] Brennan, John. 2004. *The social role of the contemporary university: contradictions, boundaries and change*, in Center for Higher Education Research and Information (ed.)
- [10] Nuffic. 2016. *The Indonesian education system described and compared with the Dutch system*. <https://www.nuffic.nl/en/publications/find-a-publication/education-system-indonesia.pdf>